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ABSTRACT

Factors to be considered in the planning and development of a resident outdoor education program are presented in this paper. It is noted that basic educational planning must come first and every other aspect of planning should then refer to the educational plan. Various aspects of planning are described including planning the educational program; personnel assignment, selection, and training; site selection; financing the program; interpreting the program to the community; administrative structure, insurance, and other concerns; and evaluation. A checklist of desirable facility criteria for outdoor education resident centers is included. (PS)

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PLANNING FOR RESIDENT OUTDOOR EDUCATION

George W. Donaldson

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I INTRODUCTION

The last thirty years have seen uncounted American communities involved in planning and implementing an exciting and enriching kind of education for their youngsters. Originally it was known as school camping; today it is more generally called "resident outdoor education." Less commonly used designations are: School-in-the-Woods, Outdoor Laboratory School, Outdoor-School. An authentic diversity, as diverse as its terminology, has come about largely because no "pattern" has emerged. Despite this healthy diversity, these educational ventures have certain typical characteristics:

1. They transport children some distance from school for live-in educational experiences not available at school.

2. They are conducted on school time.

3. They include at least one overnight stay at the site; typically they involve the five-day school week, hence four nights.

4. Teachers accompany their children and, usually, both teachers and children are involved in planning for the experience.

5. Sites are rather typical children's camps, sometimes modified to permit cool or cold weather use.

6. The program is conceived as an integral part of the educational program of the sponsoring school.

7. Staff personnel are predominantly certified teachers.

8. Typically, these programs serve upper elementary pupils although each year a greater variety of practice is noted.

A few research studies and a great deal of shared experience indicate that there are certain steps that a community should take once it has decided to begin a resident outdoor education program. By the same token, there is a logical sequence, not inviolable and surely overlapping at times, in which the steps should be taken.

The most common violation of the inherent logic of the planning steps recommended in this guide comes when, with understandable enthusiasm, communities select a site before they give serious study to the educational program they want to carry on in that site. Too often they find that the facility prevents, or makes very difficult, the very things they set out to do.

A cardinal principle of planning may be stated: Basic educational planning must come first. Every other aspect of planning should then refer to the educational plan. Planners should constantly ask, "Does this aspect of the plan make possible, facilitate or encourage the basic educational plan?" or, "Does this aspect prohibit, discourage or make difficult the educational plan?"

Obviously, only those schools fortunate enough to select a site and to plan and build their own facilities will be able to get a perfect or near-perfect match-up between educational plan and facility. But most schools have some choice as to facilities. This choice should be exercised after educational planning. Staff members and seasoned observers have commented in entirely too many instances, "This camp site determines the educational program."

The following aspects of planning for resident outdoor education are offered as essential to any program which may be justified in terms of education as well as the health and safety of the people involved.

II PLANNING THE EDUCATIONAL PROGRAM

Educational programs in camp settings may be roughly divided into two categories:

1. Those based primarily upon the existing school curriculum. Exponents of this view see the camp setting as a better place to do with children some of the things they are presently trying to do in a less appropriate setting. In these programs, an observer is likely to hear the academic disciplines mentioned often and is likely to observe somewhat fragmented "activities." Daily activities in these curriculum-centered programs are likely to list such features as:

   Nature hikes
   Mapping
   Geology hikes

2. Those programs more nearly problem-centered, drawing from the resources of the camp site both motivation and materials of instruction. While not ignoring the existing curriculum, this "holistic" approach tends more nearly to focus upon child nature and needs as more appropriate criteria for determining what should be done. Observers will likely note such activities as:

   Bridge building
   Cookouts
   Conservation-work projects
   Survival hikes

Early resident outdoor education programs tended to take the latter view. More recently, the tendency has been to make programs more academic. It should be pointed out at this point that there are probably no "pure type" curriculum centered or "pure-type" problem centered programs in existence. Any observed program will be seen to have aspects of both. But, practically every one is predominately one or the other.

An early decision should be made as to which of these two general types of program the planners want. For instance, parents and laymen are almost always involved in planning problem centered programs; professional educators usually plan the more curriculum centered ones. So, even the question, "Who plans?" is ultimately answered by the decision as to the type of program desired by its initiators.

Once this basic decision has been made, the "nuts-and-bolts" of planning may proceed. This is usually accomplished by the committee procedure so familiar to educators. An academic year, or longer, is usually required. It is decidedly best to approach this kind of overall program planning in a rather leisurely fashion; rushed decisions are rarely good decisions.

Many State Education Departments provide the services of a Coordinator of Outdoor Education and Recreation or someone with a similar title. A major function of his office is that of assisting communities in the planning process. Appropriate persons and agencies in the community may be drawn into the planning committee as consultants or as regular members. Certain expertise is available in practically every community. Camping personnel from agencies like Camp Fire Girls, Girl Scouts, Boy Scouts and other youth agencies are frequently found to be quite helpful. Agencies concentrating on conservation/environmental problems frequently furnish expert personnel as well as educational materials.

One of the more helpful practices during planning is that of visiting other programs in operation. A day or two spent at an active outdoor education site, observing program activities and conferring with other teachers, is planning time well spent. If time and finances permit, visits to more than one program are recommended. The Coordinator of Outdoor Education and Recreation can be of assistance in identifying quality programs and in furnishing names and addresses of the persons with whom such visits may be arranged.

Colleges and universities are usually in a position to furnish assistance. At the minimum level, such help will consist of consultations with experts on the faculty. A better device is that of asking the college to schedule either resident or extension courses focused on planning specifically for the schools involved. Here, again, the Coordinator of Outdoor Education and Recreation is in an ideal position to suggest persons or courses most nearly suited to the task at hand.

III PERSONNEL ASSIGNMENT/SELECTION AND TRAINING

The adults who live with and lead children during their adventures in a camp setting are of critical importance. Quality people in these positions will more nearly assure quality experience for the children than any other single factor. Good leadership can compensate, for instance, for poor facilities but the reverse just isn't true.

Existing programs tend to fall into two patterns of staffing:

1. A skeleton staff assigned full-time to the site, frequently just a director or coordinator. Teachers and others from the school attend with the children and conduct the entire program. In this case, the permanent staff member serves as a resource person to those who actually do the teaching He will usually also "manage" the administrative concerns of facilities, food service and the like.

2. A complete resident staff of relatively specialized people, supervised by a director. In this case, most of the actual leadership during an encampment is the responsibility of permanent staff. Classroom teachers play a different role than they do in pattern one, above. Teachers assume the resource-person role, advising the permanent staff on program matters and on specific child-study concerns.

In addition to these two general patterns, a number of school systems supplement their resident staffs, whether temporary or permanent, with college or high school students. Usually these students are highly selected young people who intend to become teachers or youth leaders.

Obviously no single set of highly definitive criteria can be drawn up for personnel selection in view of the two above patterns. The addition of student aides makes for even greater difficulty. But experienced people in the field generally agree that the following characteristics are highly desirable:

1. The traits which describe "a good teacher."
2. Good physical and mental health.
3. Love of children.
4. Love of the outdoors.
5. Energy and enthusiasm.
6. A desire to put the above characteristics into action in an educational program.

A word of caution is appropriate at this point. In the planning stages it may well appear that working in a camp setting with children is the most glamorous of all jobs in the school system. All should be clearly understood that, despite its many attractions for many people, this is hard work, twenty-four-hour-a-day responsibility which is physically and mentally exhausting.

Leadership typically will make itself apparent during the program planning phase discussed above. Teachers and other school personnel who are interested in the special kind of living/learning being proposed will make themselves known. Schools have usually found their leadership among their own faculties and, usually, feel that this is their best source.

However, should leadership not emerge from the local situation there are a number of sources of well-qualified personnel over the country. The Coordinator of Outdoor Education and Recreation is usually prepared to suggest these sources and actually to assist in the process of recruitment. College personnel offices may also assist.

Regardless of the source from which personnel is secured, the number of people concerned, or the level of their (his) professional competence, there will be need for professional training. In the main, colleges and universities fill this need.

It may be that the school district will encourage a staff member or members to attend one of several summer sessions devoted specifically to advanced work in outdoor education. One mid-west district sent its entire Outdoor Education Committee to a summer session where each member took one course and spent the remainder of his time in program planning with other committee members.

Another practice of great worth is that of sending one or more staff members to a college or university for a semester or more of graduate work in the field. Although less used than other practices, it has much to commend it. During the academic year, students have an opportunity to observe and possibly participate in the on-going programs in other districts. A few collegiate programs now offer an internship for this particular purpose.

Local workshops designed specifically to meet the needs of the sponsoring district are also helpful. Usually staffed by college personnel and/or experienced people from other school districts, such workshops have one additional advantage; they can be scheduled to fit rather precisely into the planning scheme of the district.

Continuous in-service education is a necessity for two reasons: (1) there will be turn-over of personnel and (2) fresh, new ideas should be fed into the program. All of the practices discussed above are equally useful for in-service education.

IV SITE SELECTION

Chances are very good that any school district initiating a resident outdoor education program, at least in the foreseeable future, will use facilities already in existence and belonging to someone else. Ezersky's study[1] discovered that there are sufficient facilities "for a massive program of outdoor education" for New York City. Surely, then, other districts will experience little difficulty in securing a site.

Securing the kind of site needed to carry on the program projected by the program planning group may well be quite another matter. So, it is recommended that a definitive check-list of educationally desirable site characteristics be drawn up by the program planners before the actual site search begins. This check-list would then be applied to a proposed site prior to the more nearly standardized facilities list suggested below. Both would be used in making a final site choice.

The local section of the American Camping Association is probably the best source of information regarding the actual number and location of nearby camps. This association has been very active in establishing "standards" for children's camps for a number of years. Its list of member camps will provide a beginning. However, there are probably some publicly-owned nearby camps which will not appear on the A.C.A. listing. This is because state and federal camps are seldom operated by the owning agency, which, rather, serves only in the landlord capacity. Most of these facilities meet the standards set by state and/or federal agencies which are at least as high as those of A.C.A.

Some of the more general characteristics of a safe, healthy, "good-for-children" camp site are suggested below:

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[1] Ezersky, Eugene M., City to Country, New York: Educational Facilities Laboratories, 1969, p. 17.

1. One acre of educationally useful land per child is a minimum requirement. Only if the site is adjacent to or quite near publicly owned, useful lands (say a state park) should this criterion be ignored; active children "wear out" land rapidly.

2. Relative isolation is highly desirable. A distinct educational plus of the resident program is the feeling of "I'm away from home, on my own" it generates in children. Isolation helps to generate the feeling. On the other hand, locations at too great a distance create problems of health, communication, transportation and supply. Balancing the two values will require the application of mature professional judgment.

3. Buildings, equipment and sanitary facilities should meet or exceed the applicable state and local health laws. The site search committee will also want to conduct its own systematic inspection, preferably during a time when children are in residence. Too much care cannot be exercised at this point in site selection; health and safety for children is an absolute must. One special caution should be noted. Unless the camp under consideration was planned and built for use over a period of more than six or eight weeks a year (most summer camps are not) there may well be problems of water supply and sewage disposal. These problems, being largely underground, are not as visible as others may be. Hence the special caution.

4. Absolutely essential buildings in the site are places to sleep, bathroom-toilets and a place to prepare and serve food. Desirable, but not absolutely essential, are infirmary, meeting rooms, library, laboratories, and the like.

One of the most exhaustive systems of facilities criteria to be drawn up are the findings of a piece of unpublished research done at Southern Illinois University by E. A. Beckett. A copy of the check list derived in that study is appended (Appendix I). Readers will note this check list envisions a quite elaborate physical plant but that it also includes a device, "Applicable to Program" column, which makes it possible to eliminate any given facility or feature thereof. It is recommended that the relevant Beckett criteria be applied after a site has passed muster as to the educationally desirable characteristics recommended in paragraph two (2) in this chapter.

There is probably no children's camp anywhere which will perfectly match all of the criteria proposed herein. But a school district is well advised to aim high; these criteria will help in the process.

V FINANCING THE PROGRAM

Because of several factors (special facilities, twenty-four-hour operation three meals a day are among them) the operation of a resident outdoor education program entails expenses over and above the normal costs of school operation. The actual cost varies so much from program that estimates may be unreliable

for any given situation. Ezersky, in his study based upon New York City schools states ". . .school districts contemplating programs of this sort can reasonalby assume an average cost of $35 per child per week. This should include food and full food service, linen, lodging, use of all facilities, resident maintenance staff, program consultation and use of equipment."[2]

It should be noted that the costs of instruction and transportation are not included in this estimate. Also, costs outside a metropolitan area may prove to be considerably less. So, it is safe only to assume that there will be additional costs, amounts of which may vary greatly from district to district. Informal surveys of costs over the country indicate a cost range of $7.50 to $40.00 per child-week.

Authorities in the field of outdoor education are almost unanimous in the view that all costs except for food actually consumed by children should be paid exactly as other educational costs are paid. Their rationale is that outdoor instruction is as important in today's world as indoor instruction and, therefore, should be financed in exactly the same fashion -- from public funds. Further, it is assumed that even the minimal costs of food would be prohibitive for some parents so that public or private funds should be rade available for children of these parents.

Actual practices in financing over the United States depart considerably from the views of authorities. Indeed, the broadest kind of range is noted: Some school districts view their resident programs as an "extra" and charge parents for the total cost, including transportation. Others charge for all costs except instruction. Still other charge for food only. A minority especially programs serving financially deprived children and usually financed under Federal Title I, E.S.E.A. levy no charges.

Such a variety of practices will probably continue for many years because school districts have such a variety of financial problems and capabilities. It is important, however, to stress the fact that charges to parents may deny a fine experience to certain pupils, sometimes the ones who need it most. The ideal, "parents pay for food; school pays all other costs," should be approached if not met. And it should be the ultimate goal even if the initial approach is remote from the ideal.

VI INTERPRETING PROGRAM TO COMMUNITY

Any educational innovation requires interpretation. For the simple reason that outdoor education takes children away from school, it requires special attention. Schools have done such a good job of convincing the public that everyone should go to school that a move in an apparently contrary direction may be viewed with great suspicion!

Schools which initiate resident outdoor education programs will do well to use all of the common media for communicating with their patrons, newsletters, news releases, feature stories, radio and television coverage. They may also find it helpful, especially in the early years, to engage in certain special interpretation

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[2] Ezersky, Eugene M., op.cit.,p.38.

efforts. Some of the more successful of such special efforts are described below:

1. An open-door policy for parents and taxpayers. While most schools ask that parents not visit the camp site while their own children are there (explaining the educational reasons), some of the best interpretation possilbe is for adults to see happy, busy, involved children in their daily activities.

2. Guided tours of the site when children are present. Usually scheduled in the early evening, when fathers can attend, these tours are a more direct interpretative device. They are led by a school staff member who can direct the attention of visitors to the educational values of the experience.

3. Special attention to "opinion makers" in the community. One of the more successful devices is to invite a series of opinion makers (every community has them and they are usually well known to the Superintendent) to have a meal with teachers and children in the camp dining room or to sit in on an evening campfire. Much of the essence of this kind of education comes through to laymen at times like these.

4. Special relationships with one communications medium. One school district made arrangements with their local television weather-caster to read children's forecasts along with those of the Weather Bureau.

Citizens need to know about an innovation like an outdoor school in their educational system. Alert leaders will miss no opportunities to inform them. They may use some of the devices cited above; they may devise unique methods of their own. But, they are well advised, regardless of the method, to inform and interpret, loudly and clearly.

VII OTHER ADMINISTRATIVE CONCERNS

An entire section has been devoted herein to the problems connected with financing a resident outdoor education program. There are certain other administrative problems to which attention should be directed. This chapter is devoted to the major ones of those problems.

Patterns of administrative structure for resident outdoor education are as diverse as the nomenclature of the field. These general patterns have emerged as to leadership:

1. A full-time resident outdoor education director. This person usually "lives-in" and is responsible for the entire operation.

2. A part-time, or seasonal, director. Usually this person also holds other jobs in the school system or devotes his non-resident time to other aspects of outdoor education.

3. A shared director. Two or more districts may join in sponsoring an outdoor education program, and consequently, will share the services of a director as well as other personnel.

Several states have passed laws giving encouragement to such an arrangement.

4. A principal as director. In a number of school districts, one or more principals assume leadership.

5. The camp owner as director. While this pattern is not common, there have been enough cases to warrant a warning. Schools should study carefully the legal and professional hazards of the practice of "farming out" an educational management function to anyone other than a school employee.

6. An interested teacher as director. In this instance, the teacher who assumes responsibility is granted leave from his regular duties for the period of time necessary to plan to "open camp," to operate the program and to "close camp."

Regardless of the leadership pattern adopted by a given school district, certain early decisions will need to be made. Some of these are:

1. What is the rank and status of this position in the school's overall administrative structure? Since he will be placed in, and held responsible for physical facilities, he may well be classified as a principal and fitted into the "line" organization. But, he also deals on a horizontal level with other principals while offering a service to their pupils. So, he could with equal justification, be considered "staff" and be titled "coordinator" or "supervisor." Whether he be "line" or "staff" is not nearly so important as is a precise statement of his relationships to others in the system. This statement should be made early or in planning.

2. To whom does the outdoor education administrator report? Practice varies greatly in this respect. Most commonly, the administrator reports directly to an assistant superintendent for instruction or a curriculum coordinator. Less frequently he is responsible directly to the superintendent, to a director of special services or to a director of physical education or recreation. All of these schemes can be made to function but, philosophically, it appears best that the administrator be viewed as a curriculum and instruction person and, hence, be placed under the person responsible for curriculum and the teaching processes.

Budgeting for outdoor resident programs appears to be almost an afterthought in many school systems. While it is true that some of the equipment used is identical to that used in the schools, there are certain unique needs. Also, there are usually part-time people to pay, buses to rent and other unusual expenses. For the above reasons, it is good practice for the administrator of outdoor education to go through exactly the same budget procedures as any other administrator.

Insurance is a much debated subject among outdoor educators, especially among those who are directly responsible for youngsters in the field. It is a legitimate concern, although generally people are at least as safe and healthy in camp settings as they are at school and on playgrounds. Most schools today carry some sort of insurance on pupils. In many cases this is a broad policy covering all school activities, whether at school or away. Sponsoring districts should make a careful study of existing coverage; they may already have insured the children who attend the outdoor school. In case the district school board, for any reason, wants a special insurance policy for outdoor activities, there are several insurance companies which write such policies.

Liability insurance for professional members of the staff is also a legitimate concern which is met in several ways. Probably the most common answer is the insurance automatically offered by several of the professional organizations to which teachers belong. Another is the separate policy, premiums of which are paid by the school board or by the individual. Still another is the occupational rider which most insurance companies will attach to an individual's household insurance policy at a quite reasonable addition premium.

Both kinds of insurance are probably more useful for the feeling of security they offer to parents, children, and teachers than in any other sense. They are, therefore, well worth their cost.

If a single principle of administration were to be stated for outdoor education programs it would have to be: Outdoor education programs are best administered when they are considered integral parts of the total school program while, at the same time, recognizing their unique features.

VIII EVALUATION

Evaluation is a sticky problem in education generally. It is no less a problem in outdoor education. And it is even more of a problem when one zeroes in on only the resident aspect of outdoor education, because of the less tangible values upon which much of that aspect focuses. For instance, the evaluators of the pilot project of the New York City Schools reported in City to Country made the following ten (10) key statements as impressive.[3]

"1. The exemplary behavior of the children. . .
"2. The relationship of the children to the teachers. . .
"3. The interrelationships among children. . .
"4. The varied opportunities for learning. . .
"5. The effectiveness of special events, particularly evening programs. . .
"6. The reaction of parents to the whole experience. . .
"7. The adaptability of children to their environment. . .
"8. The health aspect of the week's experience. . .
"9. The interesting recreational choices. . .
"10. The children's recognition of the beauty of nature."

One notes in these key statements as well as in the elaborating paragraphs (not quoted here on account of space limitations) that little mention is made of traditional, e.g. cognitive, school values. Yet one can hardly doubt the quite real "growing-up" values implicit in every statement.

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[3] Ezersky, Eugene M., op.cit., pp. 46-48.

The most used of school evaluation devices, standardized tests of subject matter acquisition, have been applied in research situations. And always with favorable findings for outdoor education techniques. But, almost every researcher comments about observed, but not measured, gains in the affective areas of learning. Few research efforts have focused on the affective domain.

It may well be that the really significant values of outdoor education are not presently measurable, at least [illegible] the sense which today's accountability experts urge.

Much needs to be studied and researched in the area of these relatively intangible values. In the meantime, most outdoor educators insist that there is validity in the considered opinions and feelings of mature educators, and of the parents, teachers, and children involved. Believing this, they commend an evaluation scheme which uses the opinions about the experiences of those who were involved and the opinions of "outside experts" as primary evaluation data. Testing for cognitive gains, preferably with the standard controls, would assume a secondary role.

Until relevant and valid evaluation devices come onto the outdoor education scene, the above scheme is commended. It is entirely possible that, when refinements have been made, it may prove to be the relevant and valid scheme for which we search.

1972-mj

A CHECKLIST OF DESIRABLE FACILITY CRITERIA

FOR OUTDOOR EDUCATION RESIDENT CENTERS

(From E. A. Beckett's Theses, S.I.U., 1964)

All items contained on the checklist are stated in a positive manner.

As all criteria are desirable, a distinction must be made, based upon specific program needs, between what is necessary for and applicable to the program and what is not.

It is suggested that the checklist first be compared against program needs and then used in the site survey. In this way, the site can be compared against specific program needs.

At the right of the criteria items are two columns. In comparing the checklist against program needs, a check in the column labeled "Applicable to Program" would designate that criterion as being necessary for a good program. A blank space in this column would automatically render an item invalid.

In comparing the checklist against existing or projected sites and facilities, a check in the column "Site Survey" would indicate that the particular criterion, as it relates to program needs, can be or has been met.

The degree to which the site meets specific program needs would vary in accordance with the number of corresponding checks.

	Applicable To Program	Site Survey
I. Planning and Site Selection		
In planning and selecting the site, the following have been considered:		
A. Program requirements.	___	___
B. Program possibilities of the site.	___	___
C. Present and future needs of the program.	___	___
D. Uses and purpose of the total tract of land.	___	___
E. What groups will be using the land.	___	___
In planning and selecting a site, use has been made of the following resources:		
F. Published materials relevent to philosophy, program, and facilities in outdoor education.	___	___
G. Specialists in outdoor education.	___	___
H. Visitations to existing outdoor education facilities.	___	___
I. Technical help for specific facilities.	___	___
J. The Classroom Teacher.	___	___

	Applicable To Program	Site Survey
K. Various administrators of outdoor education programs.	____	____

The following criteria pertinent to the site have been considered:

L. Site possesses a source for adequate pure water resources.	____	____
M. Site is far enough away from the city to be isolated from city influences, traffic, and other annoyances yet close enough to facilitate ease of transportation.	____	____
N. Area possesses varied topography with diversified natural resources.	____	____
O. Relationship of site to present or project highways, high tension lines, aviation fields, and other man made detriments.	____	____
P. Site possesses good access roads yet is sufficiently isolated from major highways and other developments.	____	____
Q. Requirements of one to five acres of land per pupil, depending upon topography of the land, has been reached.	____	____
R. Relative to projected use, both present and future acquisition of as much land as possible has been made.	____	____
S. Site possesses ample open as well as shaded areas.	____	____
T. Site possesses program or interest factors such as a pond, lake, river, stream, or bog.	____	____
U. Area is reasonably free of excessive insects, flood danger, and other public health hazards.	____	____

II. Master Planning for Outdoor Education

A. The master plan is a complete plan representing program, philosophy and facilities.	____	____
B. Master plan is based upon careful analysis of program needs.	____	____
C. It is a long range plan considering additional facilities necessitated by expanded program and made possible by additional funds.	____	____
D. In master planning the area, program and leadership have not been sacrificed for the inclusion of elaborate facilities.	____	____
E. It is an adequate master plan representing, at any given time, the best arrangement and design of facilities that will serve the present and prospective program envisioned at that time.	____	____
F. The master plan projects a plan of conservation for the entire area including specific areas designated as sanctuaries.	____	____
G. Facilities have been planned and located in order to provide a sense of isolation and feeling of living in the woods.	____	____

	Applicable To Program	Site Survey
H. Architectural treatment established by this master plan is compatible with the basic philosophy of outdoor education as established in the master plan.	____	____
I. Master plan establishes the architectural treatment of all developments.	____	____
J. A master plan covering all factors and conditions from program objectives to physical detail has been projected prior to site development.	____	____
K. Where feasible, and applicable, a plan of decentralization has been followed.	____	____
L. The master plan has projected sites and facilities for the following basic program facilities:		
Administration Center	____	____
Dining and Food Service Facilities	____	____
Lodge or Assembly Facility	____	____
Library and Field Research Center	____	____
Health Service Facilities	____	____
Staff Quarters	____	____
Counselor and Student Quarters	____	____
Storage Space	____	____
Maintenance Facilities	____	____
Nature Trails	____	____
Basic Utilities (water, sewerage, electricity, telephone, refuge disposal.)	____	____

III. Layout and Planning of Buildings

A. All structures are designed to promote the health, welfare, and safety of participants.	____	____
B. Buildings conform to fire and building codes of the area.	____	____
C. All buildings are equipped with necessary fire-fighting equipment.	____	____
D. Permanent buildings are planned so that additions can be made as needed.	____	____
E. Buildings are laid out and constructed so that they are in harmony with the natural environment.	____	____
F. Buildings are adequately spaced and located thus avoiding congestion and preserving the natural effect of the area.	____	____
G. Buildings are so designed to allow as much daylight as possible to enter, thus, making artificial lighting unnecessary except on dark days.	____	____
H. Program needs were the final determinant in number, size, and shape of existing and planned building.	____	____
I. Tall, massive, spectacular structures have been avoided.	____	____
J. Use has been made of natural finishes.	____	____
K. Buildings are of a simple, rustic, nature suited to the natural environment.	____	____

	Applicable To Program	Site Survey
L. Formal city type landscaping around buildings has been avoided.	____	____
M. Structures lend themselves to the theme, "living and learning in the out-of-doors," and stress ease and efficiency of learning.	____	____
N. Daily supervision has been kept in order that the points listed have been accomplished.	____	____
IV. Administration Center		
A. The central administration headquarters is an example of the style, pattern, and atmosphere of construction used throughout the center.	____	____
B. It is the first structure encountered upon entering the property.	____	____
C. Building is weatherized.	____	____
D. Space is provided for:		
1. Director's office.	____	____
2. Staff and clerical work.	____	____
3. Large main lobby containing a fireplace.	____	____
4. Adequate work space.		
5. Staff toilet facilities.	____	____
V. The Dining Hall-Lodge		
A. General Criteria:		
1. Occupies a prominent location setting it off from the other structures.	____	____
2. Structure is so designed that it will blend aesthetically with and enhance the landscape rather than distract from it.	____	____
3. Permanent weatherized year-round structure possessing ample window space.	____	____
4. Interior surfaces finished to facilitate ease of cleaning.	____	____
5. Floor is impervious to water and grease.	____	____
6. Contains adequate staff and student toilet facilities.	____	____
B. Lodge Area: (if dining area is not feasible for assemblies or indoor use during inclement weather)		
1. Separate wing.	____	____
2. Contains own fireplace.	____	____
3. Provides a friendly and rustic atmosphere.	____	____
C. Dining Area:		
1. Capable of seating all participants.	____	____
2. Overall size of dining area provides a minimum of twelve feet per student.	____	____
3. Makes use of small table designed to seat five to eight students, thus facilitating small group, family type service.	____	____
4. Ample space is allowed between tables for easy traffic movement.	____	____
5. Provisions are made for storage of over-clothing during inclement weather.	____	____

	Applicable To Program	Site Survey
6. Containing adequate lighting and ventilation.	____	____
D. Kitchen Area:		
1. Kitchen area allows a minimum of three square feet per person to be served.	____	____
2. Provisions are made for adequate lighting and cross ventilatinn.	____	____
3. The kitchen has been provided with maximum fly and insect protection.	____	____
4. Provisions have been made for:		
a) Food Storage	____	____
b) Food Receiving	____	____
c) Refrigeration	____	____
d) Serving Area	____	____
e) Food Preparation Area	____	____
f) Dishwashing Area	____	____
5. Refrigeration provides an average of two and one half cubic feet per person served.	____	____
6. Food preparation area provides for:		
a) Vegetable Preparation Area	____	____
b) Baking Area	____	____
c) Stove-top Cookery	____	____
d) Adequate Counter Space	____	____
7. The dishwashing facility occupies a separate alcove set off from the rest of the kitchen.		
a) Area provides receiving space for dirty dishes.	____	____
b) Space is provided for scraping and racking of dirty dishes.	____	____
c) Area is located to provide a minimum amount of steps from dish storage and dispersion area.	____	____
8. Kitchen is capable of providing a decentralized food service by means of thermal units.	____	____
9. Hot water facility is capable of providing approximately one and one half gallons of hot water per person per meal.	____	____
10. Area is provided with a camp store which can handle cookout and checkout food service.	____	____
11.- Advice of professional food handlers and qualified architects have been obtained in developing an efficient kitchen.	____	____
VI. <u>The Health Center</u>		
A. Size and extent of this facility has been determined by:		
1. Number of participants in the outdoor education program.	____	____
2. Length of time students will be in residence.	____	____
3. Distance from school, home, or hospital.	____	____

	Applicable To Program	Site Survey
B. Structure is located a suitable distance from other structures to insure isolation and quiet.	____	____
C. Designed so addition can be made without destroying general outline of structure.	____	____
D. Building contains (if program requires this extensive a structure):		
1. Lobby or waiting room.	____	____
2. Examination room.	____	____
3. Small kitchenette for food preparation.	____	____
4. Facilities for hot water, shower, and tub bath.	____	____
5. Supply room for towels and linens.	____	____
6. Boys and girls ward rooms.	____	____
7. Isolation rooms.	____	____
8. Quarters for doctor and nurse.	____	____
E. Structure is weatherized.	____	____
F. Telephone for emergency use is provided.	____	____

VII Library and Field Research Facility (A combination library, laboratory, and display center.)

A. Library and research facility has been provided either as separate structure or in combination with another such as in the administration center or the lodge.	____	____
B. Facilities in this area have provided for:		
1. Space for library purposes or large group meetings.	____	____
2. Small discussion room.	____	____
3. Storage space for extra books, materials, and equipment.	____	____
4. Equipment for films and slides.	____	____
5. Blackboard.	____	____
6. Work room with work tables for research and experimentation.	____	____
7. Running water.	____	____
C. Facility is weatherized.	____	____

VIII. Resident Quarters

A. Adequate living quarters are provided for residence of staff temporarily involved in the program.	____	____
B. Whenever possible, and practical, structures emphasizing small group concept have been used rather than dormitory-type living for the students.	____	____
C. Living units are weatherized.	____	____
D. Units possess adequate garment storage facility.	____	____
E. Units possess adequate lighting and ventilation.	____	____

	Applicable to Program	Site Survey
F. Resident structures designed to accomodate a minimum of one to two leaders for every six to ten students.	____	____
IX. Service and Storage Facilities for Trailer Units (if program requires)		
A. Facility has been provided for storage of trailer units. (Could be provided in maintenance area.)	____	____
B. Adequate facilities are available for emptying and flushing of toilet unit.	____	____
C. Facility is provided for servicing and re-equipping mobile program units.	____	____
D. Vehicle is provided to transport trailer units to designated areas.	____	____
X. Entrance, Roads, Parking Areas		
A. The entrance conveys a feeling of naturalness and openness, and not the impression that there is a clutter of man-made structures.	____	____
B. Buildings are secluded from the entrance as much as possible.	____	____
C. Entrance located at a point safe from the standpoint of affording a clear view in both directions along the highway.	____	____
D. Entrance sign lends itself to the natural beauty of the area.	____	____
E. Entrance road built to withstand heavy bus and delivery truck traffic.	____	____
F. Road width is a minimum of eighteen feet.	____	____
G. Entrance road terminates in parking lot adjacent to main administration building.	____	____
H. A spur or service road is provided linking the entrance road with the kitchen and and health center.	____	____
I. Adequate signs instructing new arrivals are provided.	____	____
J. Necessary culverts and fords are constructed to fit the natural woods setting.	____	____
K. Culverts and fords are large enough to carry any freshet and sturdy enough to carry heavy traffic.	____	____
L. When feasible, numerous smaller areas fitted into the contour of the land are provided for parking rather than leveling off one big area.	____	____
M. In construction of entrance road and parking areas, every effort has been made that they do not detract from the natural beauty of the area.	____	____
N. Gate is provided at, or close to, the entrance allowing the blocking out or diversion of traffic to grounds manager's home when the center is not in use.	____	____

	Applicable to Program	Site Survey
XI. Service Roads and Trails		
A. In laying out roads and trails, the natural contour of the land has been followed in order that these roads and trails will blend with rather than detract from the natural landscape	_____	_____
B. Service roads and trails are provided only to the extent and specifications necessitated by primary program and maintenance needs.	_____	_____
C. In constructing service roads and trails, bulldozing has been restrained.	_____	_____
D. Service roads have been kept to an absolute minimum.	_____	_____
XII. Maintenance Area		
A. A specific area has been set aside for the maintenance and service of the entire area.	_____	_____
B. The service area is located away from the central administration area.	_____	_____
C. The service area is arranged so that close contact can be kept with regard to most activities.	_____	_____
D. The area is located to permit diversion of traffic to grounds manager's home during those times when the center is not in use.	_____	_____
E. Year-round modern living accommodations for the grounds manager and his family have been provided in good proximity to the service area.	_____	_____
F. Contained in the service area are provisions for the following:		
1. Shops and equipment facilitating necessary maintenance and repair needs of the property, facilities and equipment.	_____	_____
2. A building for storage of maintenance equipment such as cars, truck and tractor.	_____	_____
3. Adequate size storage building containing a well ventilated vermin-proof room.	_____	_____
4. A separate, fire-proof storage facility for oil and other combustibles.	_____	_____
5. Adequate space for expansion as program needs dictate.	_____	_____
6. Fire building for storage of all such equipment, containing adequate fire alerting system.	_____	_____
XIII. Utilities		
A. In master planning the area, the following utilities have been provided for:		
1. Water for domestic use.	_____	_____
2. Electrical power.	_____	_____
3. Sewage disposal	_____	_____
4. Refuse disposal	_____	_____
5. Telephone	_____	_____

	Applicable to Program	Site Survey
B. In planning and providing utilities, authorities, experts, and engineers have been consulted	____	____
C. In laying out and providing utilities, extreme effort has been made to retain the naturalness of the area.	____	____
D. Pipe and power lines have been run underground below the frost line whenever possible.	____	____
E. Electrical power has been provided for main buildings.	____	____
F. Water and sewage disposal has been provided for all areas and main buildings.	____	____
G. Telephone service has been provided for the administration center, dining hall and the service area.	____	____

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